

## SYSTEMS APPROACH TO TRAINING GUIDE

### APPENDIX E

#### SAMPLE QUESTIONNAIRES

1. APPENDIX E is comprised of three sample questionnaires as follows:

a. Instructional Rating Form (IRF). The IRF is completed by each student after attending a class. It provides input on the instructor, the instructional materials, and the instructional environment. The sample IRF is on pages E-2 and E-3 of this appendix.

b. Course Critique. The course critique questionnaire is completed by each student following a course of instruction. It is designed to elicit both qualitative and quantitative data. The sample course critique is on pages E-4 and E-5 of this appendix.

c. After Instruction Report (AIR). The AIR is completed by instructors and documents their assessment of a class or course. The sample AIR is on page E-6 of this appendix.

SYSTEMS APPROACH TO TRAINING GUIDE  
INSTRUCTIONAL RATING FORM (IRF)

CLASS DESIGNATOR: \_\_\_\_\_ DATE: \_\_\_\_\_  
CLASS TITLE: \_\_\_\_\_ CLASS #: \_\_\_\_\_  
COURSE: \_\_\_\_\_

**Instructions:** Provide responses to the following questions by circling the number associated with the choice that is closest to your impressions. Your responses will help us to improve the course and ensure that student needs are being met.

- 1 = ineffective
- 2 = relatively ineffective
- 3 = effective
- 4 = very effective
- 5 = extremely effective

**SECTION I: INSTRUCTOR**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Did the instructor demonstrate knowledge of the subject matter?                   | 1 | 2 | 3 | 4 | 5 |
| 2. Was the instructor enthusiastic when presenting the instruction?                  | 1 | 2 | 3 | 4 | 5 |
| 3. Did the instructor have high expectations for student performance and learning?   | 1 | 2 | 3 | 4 | 5 |
| 4. Did the instructor treat all students with respect and acceptance?                | 1 | 2 | 3 | 4 | 5 |
| 5. Did the instructor allow students to express their opinions?                      | 1 | 2 | 3 | 4 | 5 |
| 6. Did the instructor present learning objectives clearly and in a logical sequence? | 1 | 2 | 3 | 4 | 5 |
| 7. Did the instructor follow safety precautions?                                     | 1 | 2 | 3 | 4 | 5 |
| 8. Was the instructor's punctuation clear and easily understood?                     | 1 | 2 | 3 | 4 | 5 |

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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### SECTION II: INSTRUCTIONAL MATERIALS

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Did the instruction directly relate to the learning objectives?                           | 1 | 2 | 3 | 4 | 5 |
| 2. Was the instruction organized in a logical manner that was easy to follow?                | 1 | 2 | 3 | 4 | 5 |
| 3. Was the media clear and legible?  | 1 | 2 | 3 | 4 | 5 |
| 4. Did the media support the instruction?  | 1 | 2 | 3 | 4 | 5 |
| 5. Did the supplemental materials (student outline, handouts, etc.) support the instruction? | 1 | 2 | 3 | 4 | 5 |
| 6. Did testing directly relate to the learning objectives?                                   | 1 | 2 | 3 | 4 | 5 |
| 7. Did the instruction include sufficient practice/practical application time?               | 1 | 2 | 3 | 4 | 5 |
| 8. Was sufficient remedial instruction provided when necessary?                              | 1 | 2 | 3 | 4 | 5 |

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### SECTION III: INSTRUCTIONAL ENVIRONMENT

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Was the classroom adequately lighted and ventilated?   | 1 | 2 | 3 | 4 | 5 |
| 2. Was the classroom comfortably heated or cooled?  | 1 | 2 | 3 | 4 | 5 |
| 3. Was the instructional environment free of distractions?  | 1 | 2 | 3 | 4 | 5 |
| 4. Was the instructional environment adequate to support the lesson (e.g., ample work space, practical application area, safe)? | 1 | 2 | 3 | 4 | 5 |

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME \_\_\_\_\_

## SYSTEMS APPROACH TO TRAINING GUIDE

### COURSE CRITIQUE

CLASS #: \_\_\_\_\_ DATE: \_\_\_\_\_  
COURSE: \_\_\_\_\_

**Instructions:** Provide responses to the following questions by circling the number associated with the choice that is closest to your impressions. Your responses will help us to improve the course and ensure that student needs are being met.

- 1 = ineffective
- 2 = relatively ineffective
- 3 = effective
- 4 = very effective
- 5 = extremely effective

#### SECTION I:

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. How appropriate were the lectures, discussions, practical applications for learning the concepts and contents of the course? | 1 | 2 | 3 | 4 | 5 |
| 2. Do you think the information received in the course will assist you in performing job related duties?                        | 1 | 2 | 3 | 4 | 5 |
| 3. Was the technical level of the course appropriate for you?   | 1 | 2 | 3 | 4 | 5 |
| 4. Was the length of the course adequate for meeting course objectives?   | 1 | 2 | 3 | 4 | 5 |
| 5. How appropriate was the use of media for the course?   | 1 | 2 | 3 | 4 | 5 |
| 6. Were the instructional methods used during the course effective?   | 1 | 2 | 3 | 4 | 5 |
| 7. How effective were the instructors?  | 1 | 2 | 3 | 4 | 5 |
| 8. Did the amount of practice/practical application allowed help you meet the course objectives?                                | 1 | 2 | 3 | 4 | 5 |
| 9. Did the amount of theory presented during the classes support the course objectives?   | 1 | 2 | 3 | 4 | 5 |
| 10. Overall, how effective was the course?  | 1 | 2 | 3 | 4 | 5 |

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### SECTION II:

Provide your comments on the following as they relate to the course. Your input will be useful in determining if revisions need to be made to the course:

1. What activities were the most interesting? Why?

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2. What class(es) did you find the most interesting or useful? Why?

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3. How would you add or delete from the course?

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4. Other comments:

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\_\_\_\_\_  
Name

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AFTER INSTRUCTION REPORT (AIR)

CLASS DESIGNATOR: \_\_\_\_\_ DATE: \_\_\_\_\_  
CLASS TITLE: \_\_\_\_\_ CLASS #: \_\_\_\_\_  
COURSE: \_\_\_\_\_

Trends/General comments from students:

Instructor remarks (identify problems; recommend solutions)

\_\_\_\_\_  
Instructor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director's Recommendation/Decision:

\_\_\_\_\_  
Director's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Commanding Officer's Recommendation/Decision:

\_\_\_\_\_  
CO's Signature

\_\_\_\_\_  
Date

# SYSTEMS APPROACH TO TRAINING GUIDE

## APPENDIX F

### CHECKLISTS

1. APPENDIX F provides checklists used during the development, implementation, and evaluation of a course of instruction. The checklists function as administrative job aids. The following checklists are included in this appendix:

- a. Target Population Description (TPD)
- b. Learning Objective
- c. Learning Objective Worksheet (LOW)
- d. Test Items
- e. Sequence Learning Objectives
- f. Methods/Media
- g. Course Schedule
- h. Develop Media
- i. Lesson Plan
- j. Student Handout
- k. Assemble a Master Lesson File (MLF)
- l. Course Descriptive Data (CDD)
- m. Concept Card
- n. Program of Instruction (POI)
- o. Conduct a Lesson
- p. Employ a Method

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- q. After Instruction Report
- r. Administer an Evaluation
- s. Steps in Chairing a Course Content Review Board (CCRB)
- t. Lesson Evaluation Key Element
- u. Administer Training Management Systems
- v. Academic Counseling



# CHECKLIST

## WRITE A TARGET POPULATION DESCRIPTION

CATEGORIES- Have you considered:

	<u>Y</u>	<u>N</u>	<u>N/A</u>
<u>Academic Requirements:</u>			
Education Level			
Reading Level			
Test Scores			
Training			
Special Courses			
Aptitude			
<u>Administrative Prerequisites:</u>			
Age			
Sex			
Rank			
Primary/Secondary MOS			
Military Schools			
Duty Assignments			
Security Clearance			
License/Credentials			
Degree			
<u>Academic Capabilities:</u>			
Listed Knowledges & Skills			
(Assignment Prerequisites)			
<u>Physical Prerequisites:</u>			
Height			
Weight			
Strength			
Eyesight			
PFT			
Limitations			

SOURCES OF DATA- Have you checked:

	<u>Y</u>	<u>N</u>	<u>N/A</u>
<u>Task Analysis</u>			
<u>Task Inventory</u>			
<u>Individual Training Standards</u>			
<u>Job Data Sheet</u>			
<u>MOS Manual</u>			
<u>Technical Publications</u>			
<u>Training Materials</u>			
<u>Subject Matter Expert</u>			



## CHECKLIST

### LEARNING ANALYSIS WORKSHEET

	Y/N
1. LAW FORMAT	
( ) Is the LAW dated (when analysis occurred)?	
( ) Designator is verbatim from ITS?	
( ) Task behavior is verbatim from ITS?	
( ) Performance steps are verbatim from ITS?	
( ) Each page of page is numbered?	
2. LEARNING ANALYSIS	
( ) Is there at least one K/S for each step?	
( ) Do listed K/S's relate to the ref(s)?	
( ) Are any grouped K/S's appropriate? (there must be one behavior that will, by the student performing the behavior, prove to the instructor that the student possesses all of the K/S's within the group)	
( ) Are all grouped K/S's annotated with a unique small letter designator in the sequence which the group should be taught?	
( ) K/S's circled by themselves or in a group	
( ) K/S's worded properly? (NOT INFORMATION)	

Comments/Remarks:

Key:

K = Knowledge

S = Skill

ITS = Individual Training Standard

LEARNING ANALYSIS WORKSHEET

DATE: \_\_\_\_\_

JOB/DUTY TITLE: \_\_\_\_\_

ITS TASK BEHAVIOR: \_\_\_\_\_ ITS #: \_\_\_\_\_

PERFORMANCE STEPS:

KNOWLEDGES (MENTAL), SKILLS  
(PHYSICAL), NEEDED:

CHECKLIST

LEARNING OBJECTIVE

| Y/N |

1. BEHAVIOR

- |  |   |
|--|---|
| a. Does the behavior possess a single action verb?   | — |
| b. Does the behavior possess a single object?  | — |
| c. Is the behavior observable and measurable?  | — |
| d. If the behavior is not observable, is there a qualifier that ensures an observable product? | — |
| e. Is the behavior reliable? (not open to interpretation)                                      | — |
| f. Is the behavior realistic? (could the student do it)  | — |

2. CONDITION

- |   |   |
|---|---|
| a. Does the condition describe the environment?         | — |
| b. Does the condition describe aiding/limiting factors? | — |
| c. Are implied conditions NOT written?                  | — |
| d. Is the condition realistic? (can the school provide) | — |

3. STANDARD

- |  |   |
|--|---|
| a. Does the standard tell <u>HOW WELL</u> the student will have to perform?                        | — |
| b. Is the standard realistic? (considering what was taught, can the student perform at this level) | — |

- |   |   |
|---|---|
| 4. Is the learning objective as concise as possible? (no meaningless conditions; LO has only <u>relevant</u> behavior, conditions, and standards) | — |
|---|---|

Comments/Remarks:

# CHECKLIST

## LEARNING OBJECTIVE WORKSHEET

	Y/N	NA
1. LOW		
a. Is LOW dated (when were LO's written)?		
b. Is the designator verbatim from the LAW?		
c. Is the task behavior verbatim from the LAW?		
d. Each page of page is numbered?		
e. Is the correct type of LO circled?		
2. TLO		
a. Is there one TLO only for the ITS task?		
b. If TLO is downgraded is there a rationale why?		
c. Is a TLO designator in parentheses after the TLO? (designator must match ITS/Task designator)		
3. ELO		
a. Is there an ELO for each grouping of K/S's?		
b. Does the behavior in the ELO make sense in convincing you that the student possesses the K/S's listed in the group?		
c. Is there an ELO designator in parentheses after the ELO? (same as TLO designator with the addition of a small letter that is the same as grouping of K/S's it applies to)		
4. BEHAVIOR (each LO)		
a. Does the behavior possess a single action verb?		
b. Does the behavior possess a single object?		
c. Is the behavior observable and measurable?		
d. If the behavior is not observable, is there a qualifier that ensures an observable product?		
e. Is the behavior reliable? (not open to interpretation)		
f. Is the behavior realistic? (could student do it?)		
5. CONDITION (each LO)		
a. Does the condition describe the environment?		
b. Does the condition describe aiding/limiting factors?		
c. Are implied conditions NOT written.		
d. Is the condition realistic? (can school provide)		
6. STANDARD (each LO)		
a. Does standard tell <u>HOW WELL</u> the student will have to perform?		
b. Is standard realistic? (considering what was taught, can the student perform at this level)		
7. Is the learning objective as concise as possible? (no meaningless conditions; LO has only <u>relevant</u> behavior, conditions, and standards)		

Comments/Remarks:

LEARNING OBJECTIVE WORKSHEET

ITS#: \_\_\_\_\_ DATE: \_\_\_\_\_

ITS TASK BEHAVIOR: \_\_\_\_\_

TLO/ELO (Circle One):

If downgraded from ITS, provide rationale:

-----  
TEST ITEM/EVALUATION:

-----  
METHOD/MEDIA:

Approval (if required by local SOP):

\_\_\_\_\_  
(Name/Date)





CHECKLISTTEST ITEM

	Y/N	NA
1. Does the test item replicate the <u>conditions</u> of the LO? ( ) conditions promised in LO are present in the test item or directions for test item		
2. Does the test item replicate the standards of the LO? ( ) does not measure common knowledge ( ) avoids commonsense answers		
3. Does the student perform the behavior as it is stated in the LO?		
4. Is the test item constructed in the prescribed format?		
5. Is the test item free of ambiguity? ( ) free of interpretation? ( ) negatives highlighted? ( ) single idea? ( ) correct grammar? ( ) avoids the use of absolutes? ( ) avoids opinion? ( ) no repeated words or phrases in responses?		
6. Is the test item as concise as possible considering the LO?		
7. Has test item been compared to rest of test to ensure it is: ( ) free of hints? ( ) not repeated elsewhere? ( ) consistent in format with like test items?		
8. Is the test item on (or attached to) the LOW? ( ) Is the test item on the test verbatim from LOW? ( ) Is the correct answer annotated or present with test item on LOW? ( ) If a performance test, is there a description of the evaluation on the LOW? ( ) Is there a checklist for the performance evaluation attached to the LOW?		
9. Is the test item reliable? ( ) no true/false items		

Comments/Remarks:

Note: This checklist must be attached to each LOW.

# CHECKLIST

## SEQUENCE LEARNING OBJECTIVES

Y/N

<u>Materials:</u> Placed TLO's on cards or have <u>all</u> LOW's present? Previous phases of SAT completed?	
<b>PERSPECTIVES</b>	
<u>Structural:</u> Shared Element: All behaviors with the same objects grouped together?	
Condition Dependent: All TLO's requiring the product of another TLO are sequenced after the product TLO?	
Independent Relationship: None of the TLO's grouped in this category have shared-element or condition-dependent relationships among themselves or with previously grouped TLO's?	
<u>Occupational:</u> Job Flow: TLO's in the same order as the tasks would be performed on the job?	
Task Selection Data: TLO's are sequenced by priorities assigned to their corresponding tasks? (Tie-Breakers)	
<u>Instructional:</u> Training Environment: TLO's with identical resource requirements are grouped? Availability of resources have been verified?	
Theories of Learning and Motivation: TLO's are sequenced from simple to complex? From concrete to abstract? Motivational waves created? (If possible)	
<u>Common ELO's:</u> Reviewed and identified common?	
Determined ELO's which must be taught because of time lapse, criticality or other reason, or determined ELO can be eliminated?	
Common ELO's have been annotated?	
Eliminated ELO's have been annotated?	
Common and eliminated ELO's remain on LOW?	

CHECKLIST

METHODS/MEDIA

	<u>Y/N</u>
1. Learning Objective behavior consistent with method/media selection? If not, resource constraints exist? If so, second best method chosen? Are method/media chosen best method/media available considering resource constraints?	
2. Stages of Learning - TPD analyzed to determine stage of learning? Is stage consistent with method/media chosen? If not, then resource constraints exist?	
3. Class Size - Determine small, regular or large. Method/media selected consistent with class size?	
4. Number of instructors - Enough instructors available to use selected method/media?	
5. Resource Constraints: -enough money to use? -enough time to use? -enough equipment available for use? -scheduling permits use? -if best method/media were not selected, rationale provided on LOW (must be expressed in terms of resources)?	
6. Are methods/media selected recorded on LOW?	

Comments/Remarks:

CHECKLIST

COURSE SCHEDULE

	Y	N
1. Were the following sources reviewed/collected prior to writing the course schedule?		
a. Sequenced list of TLO's		
b. All LOW's for the course		
c. All administrative requirements		
d. Non-objective based lessons		
e. Directives from higher headquarters		
f. Course schedule format (local SOP)		
2. Was the list of sequenced TLO's reviewed prior to writing the course schedule?		
3. When estimating time needed for each lesson, practice and evaluation, did you:		
a. Consult directives from higher headquarters?		
b. Review methods and media selected for each LO (SEE LOW's)?		
c. Review initial front-end analysis information?		
d. Ensure both academic and admin time meets the guidelines for peacetime and mobilization?		
4. If it was necessary to adjust time in the course schedule, did you consider:		
a. Appealing to higher authority?		
b. Eliminating/reducing non-objective based lessons?		
c. Reducing daily/weekly admin requirements?		
d. Eliminating/reducing pre- and post-lesson requirements?		
e. Eliminating/reducing lesson practice/admin time?		
f. Reviewing alternative methods/media?		
g. Degrading TLO's?		
h. Collapsing or eliminating ELO's?		
i. Reducing the number of tasks (ITS's) selected for training?		
5. Were TLO's and ELO's assigned to lessons based on time and relationship?		
6. Were non-objective based lessons written into the schedule as necessary?		
7. Was the course instructional strategy formulated after considering:		
a. Instructional objectives (overriding factor)?		
b. Nature and difficulty of course content?		
c. Target population?		
d. Capability of instructor/support staff?		
e. Availability of facilities, equipment and instructional materials?		
f. Time available for instructors?		
g. Costs involved?		
8. When writing draft course schedule, did you:		
a. Consult local school SOP for formats?		
b. Document the decisions involved in the writing of the draft?		
9. Was the draft course schedule formally validated?		
10. Were revisions to the draft schedule based on documented data provided by the validation?		

NOTES/RECOMMENDATIONS:

CHECKLIST

DEVELOP MEDIA

Lesson: \_\_\_\_\_ Evaluator: \_\_\_\_\_

	Y/N
1. Appropriate to the lesson objective.	
2. Necessary to clarify a point or gain attention.	
3. Simple. (Does not contain excessive or distracting information covers only one topic or concept)	
4. Accurate in content as well as form. (No misinformation; e.g. no misspellings, etc.)	
5. Portable/durable. (usable for intended class; e.g. a slide projector is not usable for field environment lesson)	
6. Attractive/neat. (legible, clear, uncluttered, centered, displayed neatly)	

Comments/Remarks:

# CHECKLIST

## LESSON PLAN

Lesson:

Evaluator:

### INTRODUCTION

1. GAIN ATTENTION: ☐ gain attention? ☐ related? ☐ did not detract from lesson? ☐ answer WIIFM? ☐ test rapport?
2. OVERVIEW: ☐ conceptual framework, ☐ lesson purpose? ☐ \*relationship to other instruction?
3. INTRODUCE LRNG OBJ'S: ☐ all LO's copied verbatim from concept card, ☐ has note telling students to read LO's
4. METHOD/MEDIA: ☐ instructional methods/media presented (How am I going to learn this?) ☐ \*explained IRF's
5. EVALUATION: ☐ evaluation methods presented (How will I be tested?) ☐ when will evaluation occur

### BODY

1. MAIN IDPAS: ☐ same sequence as LO's or makes sense
2. TIMES CUES: ☐ for each main component, ☐ for each main idea, ☐ main ideas add up to time cue for body
3. MEDIA CUES: ☐ highlighted (underlined or capitalized) ☐ accurately indicates when media is presented
4. \*INSTRUCTOR'S NOTES: ☐ placed where needed throughout lesson, ☐ highlighted (underlined or capitalized)
5. \*PRACTICE/PROVIDE HELP: ☐ used only where necessary, ☐ accurately describes student activities  
☐ provided help to student during practice ☐ accurately described instr role during practice
7. TRANSITIONS: ☐ conceptual framework of main idea in summary and intro of transition,  
☐ not abrupt, ☐ camouflaged OPP FOR QUESTIONS AND SUMMARY, ☐ transition located between intro and body,  
☐ transition located between each main idea, ☐ transition located between last main idea and opp for ?'s

### OPPORTUNITY FOR QUESTIONS

- ☐ asked only relevant questions? ☐ asked at least two ?'s w/answers?  
☐ questions to and from the class included? ☐ questions thought provoking?

### SUMMARY

1. HINT FREE: ☐ no "in summary"/"in closing" hint to announce summary
2. MAIN IDEAS ONLY: ☐ covered each main idea (minimum) ☐ did not present any new material
3. CONCISE: ☐ covered each point without lengthy discourse or "reteaching", ☐ did not remotivate
4. CLOSING INSTRUCTIONS: ☐ instructor provided appropriate closing instructions to the class, ☐ \*collected IRF's

ENTIRE LESSON: ☐ detailed enough that lesson could be taught by alternate instructor and cover all information

\* Use only if applicable.

Comments/Remarks:

Y/H

CHECKLIST  
STUDENT HANDOUT

Lesson: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Advance Handout	Y/N
General - from the overview of Lesson Plan	
Learning Objectives - verbatim from Lesson Plan	
Here Is What To Do - tells the student exactly what to do to prepare for the lesson	
Information - follows flow of ideas in lesson	
In Class/Advance Issued	
Outline - follows conceptual framework	
Type: a. Fill in Blank - enough room and time b. Definition - not technical information c. Completed - technical information	_____ _____ _____
References - all ref's used in lesson included	
Notes - only info which has no other place	
SHO does not contain unnecessary information	

In Class/No Advance	Y/N
Learning Objectives - verbatim from Lesson Plan	
Outline - follows conceptual framework	
Type: a. Fill in Blank - enough room and time b. Definition - not technical information c. Completed - technical information	_____ _____ _____
References - all ref's used in lesson included	
Notes - only info which has no other place	
SHO does not contain unnecessary information	

Post Class
Transcription provided - exactly the same as in class
Information - supplementary
Answer Keys - to in class quizzes

CHECKLIST

ASSEMBLE A MASTER LESSON FILE

Instructor: \_\_\_\_\_ Evaluator: \_\_\_\_\_

1. Individual Training Standard	Y/N
2. Learning Analysis Worksheet (with scratch paper)	
3. Learning Analysis Worksheet Checklist ( ) completed ( ) accurate with respect to doc	
4. Learning Objective Worksheet	
5. Learning Objective Checklist ( ) completed ( ) accurate with respect to LO	
6. Test Item Checklist ( ) completed ( ) accurate with respect to doc	
7. Methods and Media Selection Checklist ( ) completed ( ) accurate with respect to doc	
8. Media (list of supporting papers)	
9. Concept Card	
10. Concept Card Checklist ( ) completed ( ) accurate with respect to doc	
11. Lesson Plan	
12. Lesson Plan Checklist ( ) completed ( ) accurate with respect to doc	
13. Student Handout	
14. Student Handout checklist ( ) completed ( ) accurate with respect to doc	

Comments/Remarks:



CHECKLIST

COURSE DESCRIPTIVE DATA

	<u>Y</u>	<u>N</u>
1. Course Title:  (    )    IAW MCO P1080.20		
2. Location:  (    )    Other Locations (    )    Billeting and Messing		
3. Marine Corps Service School Codes:  (    )    IAW MCO P1080.20		
4. Other Service Course Numbers: (if applicable)		
5. Military Assistance Program Articles and Service List Numbers: (if applicable)		
6. Purpose:  (    )    Clear and concise.		
7. Scope:  (    )    Subject matter of the course.		
8. Length (Peacetime):  (    )    Number of training days in course.		
9. Curriculum Breakdown (Peacetime).  (    )    Academic hours, including lectures, exams, prac app, remediation, etc... (    )    Administrative hours, including graduation, physical training, etc...		
10. Length (Mobilization):  (    )    Number of training days during wartime.		

	<u>Y</u>	<u>N</u>
11. Curriculum Breakdown (Mobilization):  <div style="margin-left: 40px;">( ) Academic and administrative hours, excluding those expendable (if any) during mobilization</div>		
12. Maximum Class Capacity:  <div style="margin-left: 40px;">( ) Maximum number of students.</div>		
13. Optimum Class Capacity:  <div style="margin-left: 40px;">( ) Ideal number of students.</div>		
14. Minimum Class Capacity:  <div style="margin-left: 40px;">( ) Minimum number of students for cost- effectiveness.</div>		
15. Class Frequency:  <div style="margin-left: 40px;">( ) Number of classes required to meet output as planned for immediate year.</div>		
16. Student Prerequisites:  <div style="margin-left: 40px;">( ) All qualifications needed by prospective students.</div>		
17. MOS Received:		
18. Quota Control:  <div style="margin-left: 40px;">( ) The agency which sets quotas to the course.</div>		
19. Funding:  <div style="margin-left: 40px;">( ) Agency bearing costs of TAD. ( ) Additional costs such as tuition.</div>		
20. Reporting Instructions: <div style="margin-left: 40px;">( ) If multi-location has following for each:  <div style="margin-left: 20px;">( ) Transportation requirements. ( ) Person(s) student must report to initially. ( ) Billeting and messing. ( ) Uniform and equipment. ( ) Instructions for TD1. (if necessary)</div> </div>		

	<u>Y</u>	<u>N</u>
21. Instructor Staffing Requirements: (    ) IAW MCO P5320.5 (PRCM) (    ) Instructor requirements compared to current T/O.		
22. School Overhead: (    ) Billets other than instructors. (    ) Other costs		
23. Training Support Requirements: (    ) Costs for additional instructors, training devices, etc.		
24. ITS's/Task List. (    ) If ITS's issued, agree with current order in MCO 1510 series or interim task list approved by Standards Br (C461)		
Evaluate CDD. (    ) Compare CDD content with MCO 1553.2 (    ) Compare CDD format with MCO 1553.2		
Correct deficiencies. (    ) Content (    ) Format		

CHECKLIST

CONCEPT CARD

Lesson: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Title of Document	Y/N
Concept Card centered at top of page, all caps, underlined?	
Lesson Designator	
Demonstrated knowledge of lesson designator, does not include task or step designator?	
Lesson Title	
Relates to the LO's contained in the lesson?	
Hours	
Has hours listed?	
Methods	
Reflects the choices made in method column of LOW?	
Training Support Equipment	
Reflects the choices made in media column of LOW?	
Terminal Learning Objectives *	
Verbatim from LOW? With Designators? Designator in parentheses at end of TLO?	
Enabling Learning Objectives *	
Verbatim from LOW? In sequence as designated on LOW? With Designators? Designator in parentheses at end of each ELO?	
References	
All references used to build the lesson listed? Including those listed in learning objectives?	

\* The concept card may contain any number of TLO/ELO's, (i.e., no TLO and several ELO's; only one TLO or one ELO; or you may show the TLO every time, etc.), as long as they relate to and are covered in the lesson.

POI CHECKLIST

	Y	N
<b>FORMAL SCHOOL PERSONNEL - INTERNAL USE</b>		
1. Title page: <input type="checkbox"/> Course Title and SSC are accurate as reflected in MCO P1080.20? <input type="checkbox"/> School letterhead? <input type="checkbox"/> "Program of Instruction" (POI) <input type="checkbox"/> Course Effective Date: Month? Year?		
2. Certification page: <input type="checkbox"/> Signed by School Director?		
3. Record of changes page: <input type="checkbox"/> Course Title reflected <input type="checkbox"/> Record of changes centered at top of page? <input type="checkbox"/> Direction Statement included? <input type="checkbox"/> Column Headings <input type="checkbox"/> Change number 1st column? <input type="checkbox"/> Date of change 2nd column? <input type="checkbox"/> Date received 3rd column? <input type="checkbox"/> Date entered 4th column? <input type="checkbox"/> Persons entering change 5th column?		
4. Table of contents page: <input type="checkbox"/> Accurate list of POI contents? <input type="checkbox"/> Pages numbers accurate?		
5. CDD: <input type="checkbox"/> Follows CG, MCCDC format?		
6. ITS's for course: <input type="checkbox"/> Accurate list of ITS's? <input type="checkbox"/> Contains only ITS's trained at Formal School?		
7. Concept Card for each lesson: <input type="checkbox"/> Explanations of all abbreviations/terms? <input type="checkbox"/> Course title centered at top of page? <input type="checkbox"/> Section title centered under course title? <input type="checkbox"/> Subcourse (annex) title centered under section? <input type="checkbox"/> Lesson designator Code annotated? <input type="checkbox"/> Lesson title annotated? <input type="checkbox"/> Hours annotated? <input type="checkbox"/> Phases annotated, if appropriate? <input type="checkbox"/> Method(s) annotated? <input type="checkbox"/> Training support equipment annotated? <input type="checkbox"/> Terminal Learning Objective(s) from LOW? <input type="checkbox"/> Enabling Learning Objective(s) from LOW? <input type="checkbox"/> Lesson Purpose, if applicable? <input type="checkbox"/> LO designator system? <input type="checkbox"/> References - all used for lesson?		

	Y	N
7. Concept Card for each lesson: <input type="checkbox"/> Explanations of all abbreviations/terms? <input type="checkbox"/> Course title centered at top of page? <input type="checkbox"/> Section title centered under course title? <input type="checkbox"/> Subcourse (Annex) title centered? <input type="checkbox"/> Lesson Designator Code annotated? <input type="checkbox"/> Lesson Title annotated? <input type="checkbox"/> Hours annotated? <input type="checkbox"/> Phases annotated (if appropriate)? <input type="checkbox"/> Method(s) annotated? <input type="checkbox"/> Training Support Equipment annotated? <input type="checkbox"/> Terminal Learning Objective(s) from LOW? <input type="checkbox"/> Enabling Learning Objective(s) from LOW? <input type="checkbox"/> Lesson Purpose, if applicable? <input type="checkbox"/> LO Designators? <input type="checkbox"/> References - all used for lesson?		
8. Evaluation Procedures: <input type="checkbox"/> From school SOP? Course evaluation procedures: <input type="checkbox"/> Specifies unique course requirements? <input type="checkbox"/> Course title centered at top of page? <input type="checkbox"/> Section title centered below crs title? <input type="checkbox"/> Scope included? <input type="checkbox"/> Standards (aimed mastery defined)? <input type="checkbox"/> Internal evaluation described? <input type="checkbox"/> External evaluation described?		
Student performance evaluation: <input type="checkbox"/> Mastery defined? <input type="checkbox"/> Evaluation of students defined? <input type="checkbox"/> List of all evaluations?		
9. Distribution: <input type="checkbox"/> 2 copies sent to CG MARSCHOOL (C461)? <input type="checkbox"/> 1 copy sent to MCI? <input type="checkbox"/> 1 copy sent to ACE? <input type="checkbox"/> 1 copy sent to CG, FMFPac? <input type="checkbox"/> 1 copy sent to CG, FMFLant? <input type="checkbox"/> 1 copy sent to MOS/Occfld Sponsor		
10. Approval (Internal and External use) <input type="checkbox"/> Do ELO's and TLO's Support ITS? <input type="checkbox"/> If any ELO's and TLO's go beyond the ITS, are they necessary? <input type="checkbox"/> Do the hours allotted to a lesson appear to track with the relative importance of that lesson? <input type="checkbox"/> Do training support requirements match use of resources indicated on concept card? <input type="checkbox"/> Do total course hours match those reported in the CDD?		

	Y	N
8. Evaluation procedures: <input type="checkbox"/> From school SOP? Course Evaluation Procedures: <input type="checkbox"/> Specifies any unique course requirements? <input type="checkbox"/> Course title centered at top of page? <input type="checkbox"/> Section title centered below course title? <input type="checkbox"/> Scope included? <input type="checkbox"/> Standards included? <input type="checkbox"/> Internal evaluation included? <input type="checkbox"/> External evaluation included? Student Performance Evaluation: <input type="checkbox"/> Mastery Learning defined? <input type="checkbox"/> Evaluation of students defined? <input type="checkbox"/> List of evaluation exercises included?		
9. Distribution: <input type="checkbox"/> 2 copies sent to CG, MARSCHOOL annotated? <input type="checkbox"/> 1 copy sent to MCI annotated? <input type="checkbox"/> 1 copy sent MOS/OCC Field sponsor annotated? <input type="checkbox"/> 1 copy sent to ACE annotated?		





CHECKLIST

CONDUCT A LESSON

Instructor: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_  
Time Ended: \_\_\_\_\_  
Time Started: \_\_\_\_\_  
Total Time: \_\_\_\_\_

Course: \_\_\_\_\_ Time: \_\_\_\_\_

Evaluator: Ensure that the instructor has completely mastered the lesson materials and has turned them in prior to evaluating the lesson. This checklist addresses all the key points in conducting a lesson - following the detailed checklist is a comments page. This form is to be used as a job aid and as a counseling tool to inform the instructor of areas which could use improvement. The written comments will be of greater value to the instructor than the checkmarks of a checklist.

EVIDENCE OF REHEARSAL/CLASSROOM PREP:		Y/N
1. SETTING: ( ) classroom/setting prepared ( ) temp checked ( ) setup completed ( ) lights ( ) noise level		
2. INSTRUCTOR APPEARANCE: ( ) neat ( ) professional ( ) unkempt ( ) distracting		
3. ( ) Started on time ( ) all materials at the ready ( ) timing (+ or - 5 minutes)		
( ) Entire presentation flowed smoothly ( ) Instructor appeared knowledgeable		
( ) Instructor appeared comfortable in classroom environment ( ) Equipment and media at the ready		
( ) Employed media smoothly		

INTRODUCTION		Y/N
1. GAIN ATTENTION: ( ) gain attention? ( ) related? ( ) did not detract from lesson? ( ) answered WIIFM? ( ) est rapport?		
2. OVERVIEW: ( ) conceptual framework ( ) lesson purpose? ( ) *relationship to other instruction?		
3. INTRODUCE LEARNING OBJECTIVES: ( ) students made aware of LO's? ( ) did not insult by having LO's read aloud?		
4. METHOD/MEDIA: ( ) instructional methods/media presented? (How am I going to learn this?) ( ) *Explained IRF's?		
5. EVALUATION: ( ) evaluation methods presented (How will I be tested?) ( ) when will evaluation occur		

Note: Evaluator circle errors.

## BODY

1. MAIN IDEAS ( ) same as lesson plan
2. VOICE: VOLUME: ( ) varied ( ) appropriate ( ) effective ( ) overpowering ( ) low ( ) gruff ( ) trailing off  
 ARTICULATION: ( ) clear ( ) distinct ( ) thoughts/ideas are clear ( ) slurred ( ) indistinct ( ) stammered  
 GRAMMAR: ( ) proper construction ( ) appropriate vocabulary ( ) poor English ( ) poor construction  
 INFLECTION: ( ) varied ( ) slides ( ) full range ( ) supportive  
 RATE: ( ) varied ( ) supportive ( ) choppy ( ) halting ( ) too fast ( ) too slow  
 PAUSES: ( ) used for effect ( ) enhanced delivery ( ) pet words "OK," "alright," "you know," "uh," etc.  
 PRONUNCIATION: ( ) places accent on correct syllable  
 FORCE: ( ) emphasis ( ) climax ( ) insufficient ( ) no variations ( ) too high ( ) too low
3. PLATFORM BEHAVIOR: POSITION: ( ) no barriers ( ) leans on lectern ( ) behind barriers  
 MOVEMENT/POSIURE: ( ) purposeful ( ) appropriate ( ) slouches ( ) paces ( ) too stationary ( ) distracting  
 GESTURES: ( ) supportive ( ) expressive ( ) natural ( ) unforced ( ) limited ( ) one handed ( ) distracting  
 FACIAL EXPRESSIONS: ( ) spontaneous ( ) congruent ( ) unchanging ( ) forced ( ) incongruent  
 EYE CONTACT: ( ) perceptive ( ) selective ( ) one-sided ( ) deck ( ) notes ( ) overhead ( ) media/equipment
4. MEDIA: ( ) appropriate ( ) easily read ( ) not too busy ( ) used to clarify a point then removed  
 \*PRACTICE: ( ) provided student with an opportunity to practice material if appropriate
5. \*PROVIDE HELP: ( ) provided help to student during practice if appropriate
6. PROBING TECHNIQUES: ( ) asked questions ( ) allowed students to ask questions ( ) clarified students question  
 ( ) \*redirected questions ( ) thought provoking ( ) provided positive feedback to the class  
 ( ) conducted probing well enough to CAMOUFLAGE planned "Opportunity for Questions"  
 ( ) answered questions ( ) verified question answered (kinesically or verbally) ( ) privacy/recency
8. LISTENING SKILLS: ( ) orients body towards speaker ( ) faces speaker ( ) gets as close to speaker as possible  
 ( ) no kinesic barriers (crossed arms, legs, disapproving facial expression, body tension) ( ) focuses eye on speaker until kinesic communication occurs ( ) reflects speaker's emotions in a non-threatening manner  
 ( ) reflected in approving tone of voice ( ) clarified, verbally or kinesically, speaker's message  
 ( ) did not allow emotionally laden words to distract
9. TRANSITIONS: ( ) conceptual framework ( ) \*used ?'s ( ) not abrupt ( ) camouflaged FINAL SUMMARY  
 ( ) coincides with lesson plan

## OPPORTUNITY FOR QUESTIONS

- ( ) asked only relevant ?'s ( ) hint free ( ) gave opportunity for questions

## SUMMARY

1. HINT FREE: ( ) no "in summary"/"in closing" hint to announce summary
2. MAIN IDEAS ONLY: ( ) covered each main idea(minimum) ( ) did not present any new material  
 ( ) did not solicit questions after summary
3. CONCISE: ( ) covered each point without lengthy discourse or "reteaching" ( ) did not motivate
4. CLOSING INSTRUCTIONS: instructor provided appropriate closing instructions to the class ( ) \*collected IPF's

\* Use only if applicable.

COMMENTS:

INTRODUCTION: \_\_\_\_\_

1. GAIN ATTENTION: \_\_\_\_\_

2. OVERVIEW: \_\_\_\_\_

3. INTRODUCE LO'S \_\_\_\_\_

4. METHOD/MEDIA: \_\_\_\_\_

5. EVALUATION: \_\_\_\_\_

BODY: \_\_\_\_\_

1. MAIN IDEAS: \_\_\_\_\_

2. VOICE: \_\_\_\_\_

3. PLATFORM BEHAVIOR: \_\_\_\_\_

4. MEDIA: \_\_\_\_\_

5. PRACTICE: \_\_\_\_\_

6. PROVIDE HELP: \_\_\_\_\_

7. PROBING TECHNIQUES: \_\_\_\_\_

8. LISTENING SKILLS: \_\_\_\_\_

9. TRANSITIONS: \_\_\_\_\_

OPPORTUNITY FOR QUESTIONS: \_\_\_\_\_

SUMMARY: \_\_\_\_\_

1. HIT/ FREE: \_\_\_\_\_

2. MAIN IDEAS ONLY: \_\_\_\_\_

3. CONCISE: \_\_\_\_\_

4. CLOSING INSTRUCTIONS: \_\_\_\_\_



CHECKLIST

EMPLOY A METHOD

Instructor: \_\_\_\_\_ Evaluator: \_\_\_\_\_

	Y/N
AI/CA'S USED?	
Worked smoothly with primary? was ready when needed? did not need instructions during class?	
Method:	
Demonstration	
Classroom set-up so all students could see & hear	
Covered any technical information before demo?	
Demonstrated each step, stopped between?	
Guided Discussion	
Classroom set-up so all students could hear? No barriers between students, facing if possible	
Introduction included all elements plus ground-rules and techniques?	
After Introduction, shifted discussion to group?	
Ensured topic stayed on discussion?	
Did not allow confrontations to distract from learning?	
No one individual dominated discussion?	
Practical Application	
Classroom set-up so all students could see & hear Set-up so students had sufficient space to work	
Introduction included all elements plus specific instructions/safety precautions?	
Supervised and corrected incorrect behavior?	
Summary included observations?	

Comments/Remarks:

CHECKLIST

AFTER INSTRUCTION REPORT

Instructor: \_\_\_\_\_ Evaluator: \_\_\_\_\_

	Y/N
1. Are there 2 or more completed student IRF's/ERF's from a given lesson or test?	
2. Is there an appropriate lesson designator?	
3. Is the instructors name printed?	
4. Is there a date?	
5. Is there a class number?	
6. Is there a course identified?	
7. Is the number of students annotated?	
8. Is the number of "NO"/NEGATIVE responses from student IRF's/ERF's annotated?	
9. Is the number of "NO"/NEGATIVE responses for each corresponding question from student IRF's/ERF's annotated?	
10. Are trends/comments from student IRF's/ERF's listed in the trends/comments section?	
11. Are there recommendations from the instructor addressing each trend/comment? a. To include: probable cause, all possible alternative solutions, recommend the solution that will have the best effect? b. If recommending not to revise instruction include WHY?	
12. Is there a signature and date from the instructor?	

Comments/Remarks:

CHECKLIST

ADMINISTER AN EVALUATION

A. PLAN THE EVALUATION

1. Obtain information, materials, or products to help you plan the evaluation.
2. Determine the questions you want answered or problems solved by the evaluation.
3. Determine the information that can be used to answer your evaluation questions or solve your problems.
4. Determine sources of evaluation information.
5. Determine how to collect evaluation information.
6. Determine how to analyze the information collected.
7. Determine decision making and reporting procedures.
8. Obtain approval of your evaluation plans from the school director or designated representative.

Y	N

B. CONTROL THE EVALUATION

1. Familiarize yourself with the goals of the evaluation, the procedures for reaching them, and the resources available to you.
2. Brief the school director or other management personnel on your approach to controlling the evaluation.
3. Monitor the evaluation activities.
4. Make or recommend changes when needed to ensure timely decision making.
5. Brief appropriate personnel on changes in the evaluation.

Y	N

### C. COLLECT EVALUATION DATA

1. Select evaluation instruments.
2. Modify selected evaluation instruments as necessary.
3. Prepare new evaluation instruments as necessary.
4. Set up a system for storing and distributing evaluation instruments.
5. Set up a system for storing completed evaluation instruments.
6. Conduct orientation or training for personnel involved in data collection.
7. Collect instructional rating form (IRF) data.
8. Collect end-of-course student critique data.
9. Collect after-instruction-reports (AIR) from instructors.
10. Collect supervisor's ratings of instruction.
11. Collect peer (other instructor) ratings of instruction.
12. Collect student performance data.
13. Collect materials review information.
14. Collect unsolicited opinions and other information about instruction.
15. Collect questionnaire data from course graduates and appropriate personnel outside the school.
16. Collect interview data from course graduates and appropriate personnel outside the school.
17. Collect observation data on the graduates work performance.
18. Collect test performance data from course graduates.

Y	N



19. Collect miscellaneous data from FMF commands, MCCDC, HQMC, and other services.

20. Collect unsolicited course evaluation data.

Y	N

D. ANALYZE EVALUATION DATA

1. Organize available data.

2. Summarize evaluation data.

3. Compare evaluation data.

Y	N



# CHECKLIST/JOB AID

## STEPS IN CHAIRING THE CCRB

Part A. <u>Prepare for the CCRB</u>	X
1. Study evaluation data and directions from higher HQ	
2. Set a time and date	
3. Ensure members are appointed	
4. Provide guidance to members (agenda, data, etc.)	
5. Assign recorder	
6. Assign a "critical evaluator" and "devils' advocate" (optional)	
Part B. <u>Conduct the CCRB Meeting</u>	
1. Open meeting on time	
2. Explain purpose of meeting	
3. Avoid stating preferences as to outcomes	
4. Explain ground rules:	
a. Establish discussion method(s)	
b. Establish decision making methods(s)	
c. Establish time limits	
5. Employ effective group communications techniques:	
a. Promote systematic problem solving	
b. Clarify	
c. Keep group focused on problem solving	
d. Create/maintain suitable atmosphere	
e. Show respect and interest in group members	
f. Demonstrate sensitivity to attitudes	
g. Maintain impartiality	
h. Encourage balanced participation	
i. Refrain from dominating the group	
j. Deal with conflict effectively	
k. Consider several courses of action	
l. Consider drawbacks of preferred course of action	
m. Consider problems of implementation	
n. Provide "second chance" to air remaining doubts	
Part C. <u>Close the Meeting</u>	
1. Review minutes	
2. Seek approval from members of minutes	
3. Close meeting on time	
Part D. <u>Complete the CCRB</u>	
1. Write ROP based on minutes	
2. Staff ROP to key CCRB members (optional)	
3. Submit ROP, on time, to director for approval	
4. Evaluate conduct of CCRB	

## LESSON EVALUATION KEY ELEMENT CHECKLIST

[illegible]

## CHECKLIST

### ADMINISTER TRAINING MANAGEMENT SYSTEMS

#### 1. IDENTIFY THE PROBLEM

##### a. What is the deficiency?

- ( ) Focus on deficiency
- ( ) Exclude

<u>Y</u>	<u>N</u>

#### 2. IDENTIFY FACTS AND FACTORS DESCRIBING THE PROBLEM(S)

- ( ) Who?
- ( ) What?
- ( ) When?
- ( ) Why?
- ( ) How?
- ( ) Exclude emotion
- ( ) Stick to the facts

<u>Y</u>	<u>N</u>

#### 3. DETERMINE PROBABLE CAUSES OF THE PROBLEM

##### a. Define purpose and functions of each system.

- ( ) Why was system set up in first place
- ( ) What are all system functions

<u>Y</u>	<u>N</u>

##### b. Analyze what the system is actually doing.

- ( ) Stick to the facts
- ( ) Regardless of why original set up, what is it doing?

<u>Y</u>	<u>N</u>

#### 4. GENERATE ALTERNATIVE SOLUTIONS

##### a. Brainstorm.

- ( ) Disregard practicality
- ( ) Quickly generate as many as possible

<u>Y</u>	<u>N</u>

5. EVALUATE PROBABLE CONSEQUENCES OF EACH SOLUTION

- ( ) Positive consequences
- ( ) Negative consequences
- ( ) Affect on other systems

Y	N

6. INTERVENE TO CORRECT SYSTEMS DEFICIENCIES

a. Assess cost/benefit.

- ( ) Will correction have positive affect on quality?
- ( ) Is cost worth change?

Y	N

b. Plan the intervention.

- ( ) Who?
- ( ) What?
- ( ) Where?
- ( ) When?
- ( ) Why?
- ( ) How?
- ( ) Assign tasks
- ( ) Assign milestones

Y	N

c. Conduct the intervention.

- ( ) Coordinate
- ( ) Review
- ( ) Take action to correct problems

Y	N

CHECKLIST  
ACADEMIC COUNSELING

---

PART I. DISCERN NEED FOR/PURPOSE OF COUNSELING

Significant change in performance \_\_\_ appearance \_\_\_ behavior \_\_\_  
Recognize/encourage good performance \_\_\_ Inform student of performance \_\_\_  
Assist student to reach standard \_\_\_ Eliminate/reduce obstacles to  
learning \_\_\_ Help student set goals or priorities \_\_\_ Help student solve  
personal problem \_\_\_ Accomplish mission \_\_\_ Routine/timely counseling  
session \_\_\_ Other \_\_\_

---

PART II. PREPARE FOR COUNSELING SESSION

1. Schedule Time/Date. (Sufficient time to fully discuss problem? Is time mutually convenient?) \_\_\_
  2. Select site. (Does site afford privacy? Are the relevant documents present?) \_\_\_
  3. Notify the student in advance. \_\_\_
  4. Prepare a general outline. \_\_\_ (What do I know about the student as a person? What do I know about the situation? Have I listed in order all the points I want to discuss?)
- 

PART III. CONDUCT THE COUNSELING SESSION

1. Establish rapport. \_\_\_
2. State the purpose of the session. \_\_\_
3. Review the student's duties, responsibilities, and performance objectives. \_\_\_
4. Describe in specific, but objective terms the student's performance. \_\_\_

IF student meets or exceeds standards, THEN praise the performance; specific; encourage the student; schedule a follow-up if appropriate; close session. \_\_\_

IF student lacks skills or knowledges, THEN arrange for training; encourage student; schedule a follow-up; close session. \_\_\_





# SYSTEMS APPROACH TO TRAINING GUIDE

## APPENDIX G

### GLOSSARY

**ACADEMIC TIME.** Academic time includes curriculum hours dedicated to lecture, practical application, performance examination, written examination, remedial instruction, review, and tutoring within the Program of Instruction (POI).

**ADMINISTRATIVE TIME.** Administrative time consists of curricula hours committed to commanding officer's time, graduation, physical training, inspections, and field days in a Program of Instruction (POI). (Also referred to as nonacademic time.)

**AFTER INSTRUCTION REPORT (AIR).** Report completed by instructors to document their own assessment of a class, lesson, course, or other block of instruction.

**ANALYZE PHASE.** Initial phase of the Systems Approach to Training (SAT) process. The purpose of the analyze phase is to determine what the job holder must know or do on the job.

**BEHAVIOR.** Any activity, overt or covert, capable of being measured. Also, any activity the student is expected to exhibit after instruction and the primary component of a learning objective.

**COLLECTIVE TRAINING STANDARD.** Measures of mission performance used to determine whether units can or cannot perform an assigned task. Collective training standards equate to Mission Performance Standards (MPS) contained in the MCCRES and consist of the following three components: task, condition, and standard.

**COMPUTER BASED TRAINING (CBT).** An instructional methodology where students interact individually, presented through a variety of media, controlled and monitored by a computer.

**CONDITION.** That portion of the learning objective that describes the situation/environment in which the students the specified behavior. Conditions include any pertinent influence upon task performance, including any or all of the following: location of performance, environment, equipment, manuals, or supervision required.

## SYSTEMS APPROACH TO TRAINING GUIDE

**COURSE.** A term used to denote any one of the following:

- a. Logically grouped instruction on a subject, designed to achieve predefined learning objectives. Usually concerns a single job or task (job skills type instruction) or a section of organized knowledge (information type instruction).
- b. A complete series of instructional units identified by a common title or number.
- c. An ordered arrangement of subject matter designed to instruct personnel in the knowledge, skills, or techniques required in the performance of tasks in a designated area of specialization.

**COURSE DESCRIPTIVE DATA (CDD).** A report which documents course description, resource requirements, and justification for the development or refinement of formal programs of instruction taught at Marine Corps training and education institutions.

**COURSEWARE.** Paper-based, audiovisual, and electronically stored instructional material necessary to deliver a lesson, instructional module, or course.

**CURRICULUM.** All instruction conducted within a school, outlined into specific topics, along with detailed learning objectives, to include behavior, conditions, and standards.

**DELIVERY SYSTEM.** The instructional method and media used to present the instruction.

**DESIGN PHASE.** The second phase of the Systems Approach to Training (SAT) process which defines the course learning objectives, tests, and delivery system and from which instruction is developed.

**DUTY.** A duty (primary skill) consists of one or more tasks performed in one functional area. A duty is the major subdivision of the work performed by one individual. It is recognized as being one of the position incumbent's principal responsibilities. A set of operationally related tasks within a given job.

**ENABLING LEARNING OBJECTIVE (ELO).** A subordinate learning objective which describes the behavior for prerequisite knowledge and skills necessary for a student to perform a TLO or steps of the ITS.

**ENVIRONMENT.** The physical conditions and surroundings in which a job is performed, or in which learning takes place, including tools, equipment, and job aids.

## SYSTEMS APPROACH TO TRAINING GUIDE

**EVALUATION PHASE.** The fifth phase of the SAT process during which the formal school/training center determines value, worth, or merit of the instructional program.

a. **FORMATIVE EVALUATION.** Formative evaluation is conducted during the development of an instructional program and provides information useful in improving the instruction. Formative evaluation leads to decisions about program development.

b. **SUMMATIVE EVALUATION.** Summative evaluation is conducted following validation of an instructional program (after formative evaluation). It provides judgments about a program's value, worth, or merit. Summative evaluation leads to decisions concerning program continuation, extension, or termination.

**EXTERNAL EVALUATOR.** In either formative or summative evaluations, external evaluators, individuals not responsible for the instructional program, conduct the evaluations. External evaluators normally include Mobile Training Teams (MTTs) from higher headquarters, site visit teams from other schools.

**FORMAL TRAINING.** Training (including specialized training) in an officially designated course conducted or administered in accordance with appropriate course outline and training objectives.

**FRONT-END ANALYSIS.** A systematic process in which: (1) A job is analyzed to determine its component tasks and the knowledges and skills necessary to perform these tasks; (2) tasks are selected for training based on the determination of which knowledges and skills are not already in the students' repertoire; and (3) job related performance criteria are developed to measure trainees' ability to satisfy job requirements.

**IMPLEMENT PHASE.** The fourth phase of the SAT process during which instruction is delivered to the students.

**INDIVIDUAL TRAINING STANDARDS (ITS).** The standards used to specify individual training proficiency requirements (tasks) that support unit mission performance. They include a task (behavior), conditions, proficiency standards (often steps), and references. ITSs are generally derived from mission performance standards. ITSs constitute the basis for design, development, implementation, and evaluation of all individual training conducted in units and institutions.

a. **PRELIMINARY ITS.** Term referring to a level of proficiency in which partial instruction of a task is given within the formal school with follow-on managed on-the-job training.

## SYSTEMS APPROACH TO TRAINING GUIDE

b. **STANDARD ITS.** Term referring to a level of proficiency in which a task is taught to 100% mastery within the formal school instructional setting.

**INDIVIDUAL TRAINING STANDARD SYSTEM (ITSS).** A document which describes measures of performance for individual Marines by grade for a specified MOS. They are used to design training programs, to determine measurable proficiencies and to validate MOS/OccFld structure requirements.

**INSTRUCTION.** The delivery of information to enable learning. The process by which knowledge and skills are transferred to students. Instruction applies to both training and education.

**INSTRUCTIONAL ENVIRONMENT.** Instructional environment refers to the instructional setting, media/equipment, support personnel, student materials, and the administrative functions the instructor must perform.

**INSTRUCTIONAL MATERIAL.** All items of material prepared, procured, and used in a course or programs as part of the teaching or general learning process.

**INSTRUCTIONAL METHOD.** The means used to present information to the student.

**INSTRUCTIONAL RATING FORM (IRF).** A questionnaire submitted to students following completion of a period of instruction that provides feedback on instructor performance, course materials, and instructional environment.

**INSTRUCTIONAL SETTING.** The location and physical characteristics of the area in which instruction takes place.

**INSTRUCTIONAL SYSTEM DEVELOPMENT (ISD).** Identical to definition for "systems approach to training."

**INSTRUCTOR.** The individual, military and/or civilian, assigned the responsibility of providing instruction.

**INTERACTIVE VIDEO DISC (IVD).** Computer-controlled laser disc player used to present segments of video in a course or lesson.

**INTERNAL EVALUATOR.** In either formative or summative evaluations, internal evaluators, individuals working within the organization responsible for the instructional program, conduct the evaluation.

## SYSTEMS APPROACH TO TRAINING GUIDE

**JOB.** The duties, tasks, and tasks elements performed by one individual that constitutes his/her job. The job is the basic unit used in carrying out the personnel actions of selection, training, classification, and assignment.

**JOB AID.** Any item developed or procured for the purpose of assisting in the conduct of instruction and the process of learning. Examples of job aids include checklists, procedural guides, worksheets, etc.

**JOB PERFORMANCE MEASURE.** An instrument used to evaluate proficiency of a job holder on each task performed.

**JOB TASK ANALYSIS.** A process of examining a specific job to identify all the duties and tasks that are performed by the job incumbent at a given skill level.

**KNOWLEDGE.** Information required to develop the skills for effective accomplishment of the jobs, duties, and tasks.

**KNOWLEDGE TEST.** A knowledge test measures cognitive skills.

**LEARNING.** A change in the behavior of the student as a result of stimulus or experience. The behavior can be physical and overt, or it can be intellectual or attitudinal.

**LEARNING ANALYSIS.** A procedure to identify a task's related knowledge and skills that must be learned before a student can achieve mastery of the task itself.

**LEARNING OBJECTIVE.** A statement of the behavior or performance expected of a student as a result of a learning experience, expressed in terms of the behavior, the conditions under which it is to be exhibited, and the standards to which it will be performed or demonstrated.

**LESSON PLAN.** An approved plan for instruction that provides specific definition and direction to the instructor on learning objectives, equipment, instructional media material requirements, and conduct of the training. Lesson plans are the principal component of curriculum materials in that they sequence the presentation of learning experiences and program the use of supporting instructional material.

**LIKERT RATING SCALE.** A rating system that allows data to be evaluated on a quantitative scale.

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**MANAGED ON-THE-JOB TRAINING (MOJT).** Training conducted in the unit environment which utilizes a combination of classroom instruction and practical application. The classroom instructor is also the work supervisor of the trainee. Evaluation of the students is based upon the capability to demonstrate specific training standards.

**MASTERY.** The achievement of the prescribed learning objective.

**MASTERY LEARNING.** An approach to curriculum development in which students progress from learning experience to learning experience based upon achievement of instructional objectives rather than other factors such as age, effort, or time of year.

**MEDIA.** Means of presenting instructional materials to the learner; for example, filmstrips, videotapes, slides, wallcharts, etc.

**MENTAL SKILL.** Cognitive ability involving the processing, synthesis, and analysis of information.

**MILITARY OCCUPATIONAL SPECIALTY (MOS).** A grouping of duty positions possessing such close occupational or functional relationship that an optimal degree of interchangeability among persons so classified exists at any given level of skill.

**MISSION PERFORMANCE STANDARDS (MPS).** Criteria that specify mission and functional area unit proficiency standards for combat, support, and combat service support units. They include tasks, conditions, standards, evaluator instructions, and key indicators.

**OCCUPATIONAL FIELD (OCCFLD).** A range of related military occupational specialties (MOSs) that share the same first two digits (e.g., 0300, 0311).

**OPEN-ENDED QUESTION.** Type of question that cannot be answered with a yes or a no. Open-ended questions are designed to stimulate student thinking and promote discussion.

**PERFORMANCE.** Part of a criterion objective that describes the observable student behavior (or the product of that behavior) against an established standard of performance as proof that learning has occurred.

**PERFORMANCE CHECKLIST.** The breakdown of a task into elements that must be correctly performed to determine whether each student satisfactorily meets the performance standards described in the objective.

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**PERFORMANCE MEASURE.** The absolute standard by which job performance is judged. It includes behaviors, results, and characteristics that can be observed and scored to determine if a student has performed a task correctly.

**PERFORMANCE TEST.** Sample work situation which measures how well the student has mastered the psychomotor (physical) and cognitive (mental) skills required for task or job performance.

**PHYSICAL SKILL.** Directly observable behavior requiring the movement of body muscles. Also referred to as psychomotor skill.

**POPULATION.** A well-defined group of subjects, things, or characteristics from which measurements are taken (for example, all students 6 feet or taller represents a specific population).

**POSTTEST.** A test administered after the completion of instruction to assess whether a student has mastered the objectives of the class, lesson, course or other unit of instruction.

**PRACTICAL APPLICATION.** A technique used during an instructional session which permits students to acquire and practice the mental and physical skills necessary to perform successfully one or more learning objectives.

**PREREQUISITE.** A requirement the student must possess before being able to receive instruction. It covers what a student must know before taking a lesson of instruction.

**PRETEST.** A test administered prior to instruction to determine how much the student already knows.

**PRINTED MATERIAL.** A form of visual information media that includes flat pictures, charts, diagrams, and graphs.

**PROGRAM OF INSTRUCTION (POI).** A training management document that describes a formal course in terms of structure, delivery systems, length, intended learning outcomes, and evaluation procedures.

**PROJECTED STILL IMAGES.** A form of visual information media that includes overhead transparencies and slides.

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**PSYCHOMOTOR SKILLS.** Motor action directly proceeding from mental activity. Also referred to as physical skill.

**QUANTITATIVE DATA.** Quantitative data are objective in nature and are gathered through standard methods (measures of efficiency, participant observation, interviews, etc.).

**QUALITATIVE DATA.** Qualitative data are subjective in nature. They emphasize standardization, precision, and reliability of measures of efficiency when evaluating training/education outcomes.

**QUESTIONNAIRE.** A data collection instrument consisting of a printed form containing a set of questions used to gather information from respondents.

**REMEDIAL INSTRUCTION.** Supplemental instruction designed to correct student misunderstanding of course material or a student learning deficiency. A sequence that provides an alternative, more basic approach to meeting the same instructional objective.

**SELF-PACED INSTRUCTION.** Instructional method which permits a student to progress through a course of instruction at the student's own rate.

**SEMINAR/GUIDED DISCUSSION.** An instructional method in which the students participate in an instructor-controlled, interactive process of sharing information and experiences related to the achievement of one or more learning objectives.

**SIMULATOR.** Actual or mock-up of a piece of equipment that allows duplication of job performance.

**SKILL.** The ability to perform a job related activity that contributes to the effective performance of a task.

**STANDARD.** Part of a learning objective, the standard establishes a criterion for how well the task or learning objective must be performed.

**STANDING OPERATING PROCEDURE (SOP).** A document that outlines the policies and procedures of an organization.

**STORYBOARD.** A script sheet that shows key visualization points with accompanying video information.



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**STUDENT.** The individual receiving instruction, the individual learning from the interactive courseware, or an individual who has been placed in a learning situation to acquire knowledge and skills required for accomplishment of specific tasks.

**STUDENT MATERIALS.** Additional facts and information given to the students as a study guide that can be referred to during the course and as a job aid that students can take back to their unit following completion of the course. There are two types of student materials, student outlines and supplemental student materials.

**STUDENT OUTLINE.** Student material which provides the student with a general structure to follow during the class and a conceptual framework that highlights the main ideas of the class.

**SUBJECT MATTER EXPERT (SME).** A term used to denote any one of the following:

a. An individual who has a thorough knowledge of a job, duties/tasks, or a particular topic, which qualifies him to assist in the training development process (for example, consultation, review, analysis, advise, critique).

b. A person who has a high level of knowledge and skill in the performance of a job.

**SUPPLEMENTAL STUDENT MATERIALS.** Any handout, other than the student outline, given to the students to support the instruction.

**SYSTEMS APPROACH TO TRAINING (SAT).** An orderly process for analyzing, designing, developing, implementing, and evaluating an instructional program which ensures personnel acquire the knowledges and skills essential for successful job performance.

**TARGET POPULATION DESCRIPTION (TPD).** The TPD provides a general description of the target population and establishes administrative, physical, and academic prerequisites that students should possess to be assigned to a formal school of instruction.

**TASK.** A unit of work usually performed over a finite period of time which has a specific beginning and ending, can be measured, and is a logical and necessary unit of performance.

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**TERMINAL LEARNING OBJECTIVE (TLO).** A TLO is a statement of what a student is expected to perform upon completion of a lesson, topic, major portion of a course, or course completion.

**TEST.** Any device or technique used to measure the performance, skill level or knowledge of an individual.

**TRAINING.** Instruction and applied exercises for the attainment and retention of skills, knowledge, and attitudes required to accomplish military tasks.

**TRANSFER OF LEARNING.** The extent to which what the student learned during instruction is used on the job.

**VALIDATION.** The process by which the curriculum materials and instruction media materials are reviewed by the contractor for instructional accuracy and adequacy, suitability for presentation, and effectiveness in providing for the trainees' accomplishment of the learning objectives. Validation is normally accomplished in tryouts with a representative target population. The materials are revised as necessary as a result of the validation process.

## SYSTEMS APPROACH TO TRAINING GUIDE

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